

# Utah Achievement Trends

## How Are We Doing?

Photo © 2007 Jupiterimages Corporation



### 8th Grade Performance

# LANGUAGE ARTS/ READING

Utah State Office of Education 250 E 500 S/P.O. Box 144200 Salt Lake City, UT 84114-4200  
Patti Harrington, Ed.D., State Superintendent of Public Instruction

# 8th Grade Language Arts/Reading ACHIEVEMENT

## *The bottom line...*

- Grade 8 Reading on the National Assessment of Educational Progress (NAEP\*) and Utah Core CRT\*\* Language Arts performance has been mixed in recent years.
- Statewide, and in several other groups, Utah 8th grade NAEP reading performance remains significantly higher than the nation. However, recently there has been a decline in statewide NAEP performance for Utah that is a concern.
- Utah male 8th grade students experienced the largest decline in NAEP reading scores from 2003 to 2005.
- There are substantial and significant achievement gaps for Latinos, English language learners, and students with disabilities in NAEP 8th grade reading.
- The Utah Core CRT in Language Arts provides a slightly different pattern from NAEP reading. Gains on the Core CRT Language Arts assessment are being observed.

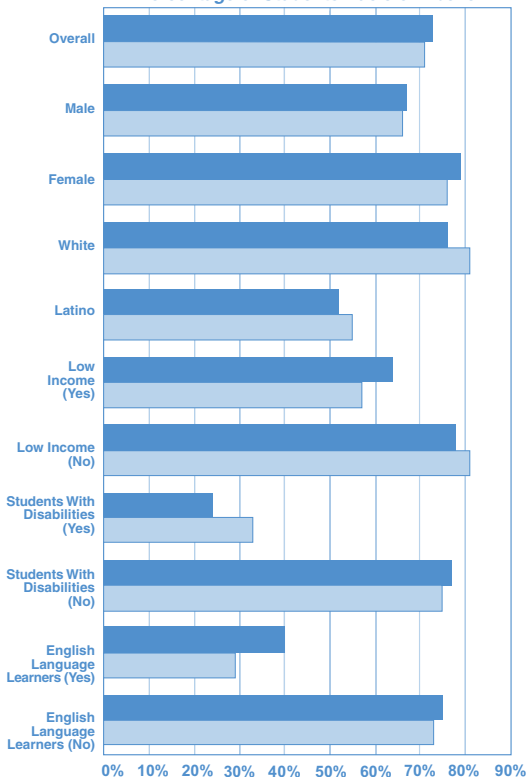
\* NAEP – The National Assessment of Educational Progress. A representative sample of Utah 8th grade students takes NAEP every two years. To learn more, go to <http://nces.ed.gov/nationsreportcard/>.

\*\* Utah Core CRTs – A state-developed assessment specifically designed to measure student understanding of the Core Curriculum.

# NAEP 8th Grade Reading Performance

■ Utah ■ Nation, 2005

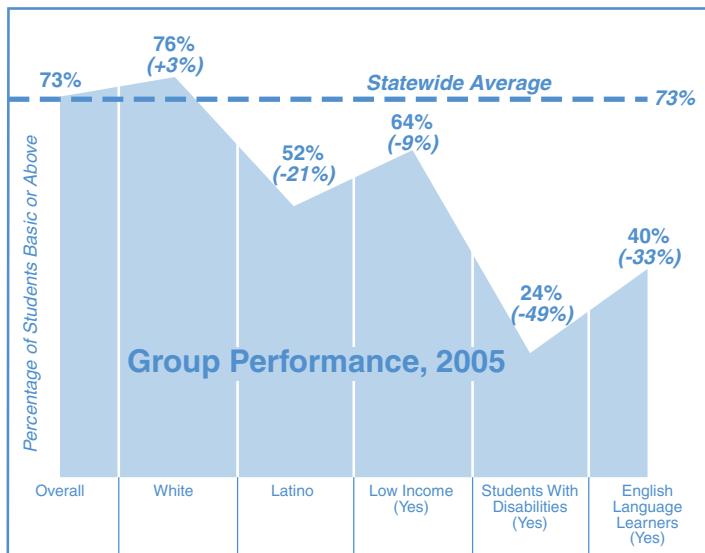
*Percentage of Students Basic or Above*



- Overall, and for several groups, Utah's 8th grade NAEP reading performance remains significantly higher than the nation.
- Although Utah scores are higher than the nation, statewide there is a recent decline in Utah 8th grade reading on the NAEP (see the NAEP data table).
- There are also substantial achievement gaps for both Utah and the nation.
- Currently, their national peers are outperforming Utah's white students, Latino students, and students with disabilities in 8th grade reading.
- Several groups of Utah students are significantly outperforming their national peers in 8th grade reading—namely, female students, English language learners, low income students, and students not classified as having a disability.

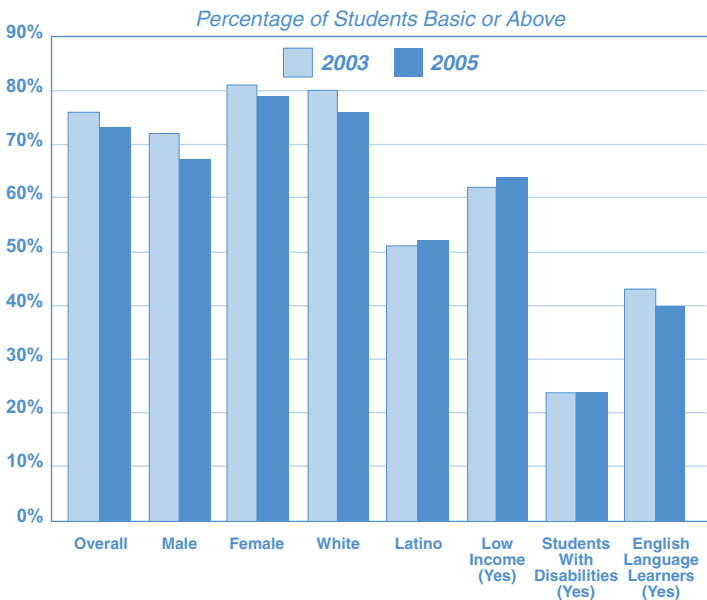
# Utah's 2005 NAEP 8th Grade Reading

## ACHIEVEMENT GAP



- There are substantial and significant achievement gaps with Latinos, English language learners and students with disabilities in 8th grade reading.
- This NAEP achievement gap in percentages at or above basic, range from -9% to -49% for these groups.
- This Utah achievement gap is not unique to the NAEP assessment. These groups have similar achievement gaps as measured by both the Utah Core CRTs (see Utah Core CRT data table) and the Iowa Test of Basic Skills (ITBS).

# Utah NAEP 8th Grade Reading PERFORMANCE TREND



- There is an overall statewide decrease in reading performance from 2003 to 2005. The largest performance declines were for male students and for white students in 8th grade NAEP reading.
- There is a slight increase in reading performance for low income students.
- For Utah 8th grade students there is level performance for some groups and a decline for others between 2003 and 2005 in NAEP reading.
- Nationally, 8th grade reading performance is also level for most groups from 2003 to 2005 (see NAEP data table).

# Utah NAEP Reading

## Grade 8

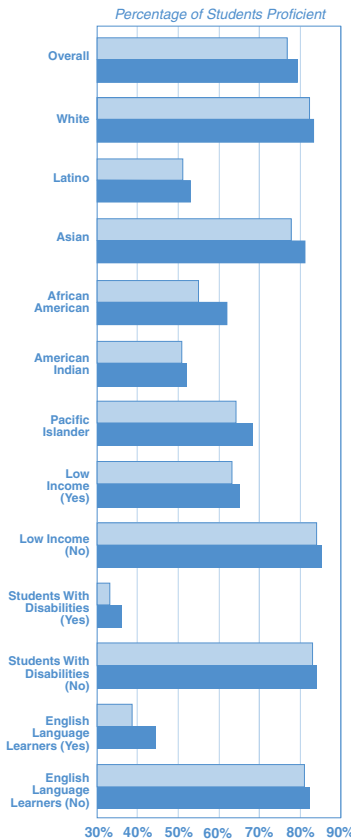
### Achievement—Percentage at or Above Basic

Group	Utah			Nation			Utah vs.	Sig <sup>d</sup>
	2003 2005		Imp <sup>b</sup> Direction	2003 2005		Dir <sup>c</sup>	Nation 2005	
Overall	76% <sup>a</sup>	73%	down3 —	72% 71%		level	2%	*
Males	72%	67%	down 5 —	67% 66%		level	1%	
Females	81%	79%	down 2 —	77% 76%		level	3%	*
White	80%	76%	down 4 —	82% 81%		level	-5%	*
African American	—	—	— —	53% 51%		down 2		
Latino	51%	52%	level —	54% 55%		level	-3%	*
Low Income (Yes)	62%	64%	up 2 —	56% 57%		level	7%	*
Low Income (No)	82%	78%	down 4 —	82% 81%		level	-3%	*
Students With Disabilities (Yes)	24%	24%	level —	32% 33%		level	-9%	*
Students With Disabilities (No)	81%	77%	down 4 —	77% 75%		down 2	2%	*
English Lang. Learners (Yes)	43%	40%	down 3 —	29% 29%		level	11%	*
English Lang. Learners (No)	79%	75%	down 4 —	75% 73%		down 2	2%	

- a **Percentage** indicates the percentage of 8th grade students who scored basic or above on the NAEP reading assessment.
- b **Improving** means an increase in the percentage of students scoring basic or above on the NAEP.
- c **Direction** indicates the change in percentage of students who scored basic or above between 2003 and 2005.
- d The asterisk indicates a statistically **significant** difference ( $p < .05$ ) between Utah in 2005 and the nation in 2005.

“Utah Achievement Trends” is a Utah NAEP publication. This report is available at [www.schools.utah.gov/eval/Info\\_NAEP.asp](http://www.schools.utah.gov/eval/Info_NAEP.asp).

# 8th Grade Performance Trend



2004 2006

## Utah's Language Arts Core CRT

- The Utah-developed Core CRT for Language Arts provides a different pattern from the NAEP reading assessment. There are several differences between a language arts assessment that has a reading component and NAEP reading that need to be considered while examining these results.
- Gains on the Utah Core CRT in language arts are being observed.
- Considerable achievement gaps persist in 8th grade language arts. The largest achievement gaps are for students with disabilities and English language learners.
- Other groups with notable gaps are American Indian students, Latinos, Pacific Islanders, African Americans, and low income students.
- The upward trend in achievement by African American students and English language learners is very positive and indicates a narrowing of the achievement gap.

# Utah Core CRT Language Arts

## Grade 8

### Achievement—Percentage of Students Proficient

Group	Percentage <sup>b</sup>			Utah Direction 2004-06	Gap 2006 State Avg — Group
	2004	2005	2006		
Overall <sup>a</sup>	77.4%	76.6%	78.5%	Level	—
White	81.8%	81.2%	83.2%	Level	4.7%
Latino	51.0%	51.2%	53.4%	Up 2	-25.1%
Asian	78.3%	80.6%	80.5%	Up 2	2.0%
African American	54.6%	54.6%	62.2%	Up 8	-16.3%
American Indian	51.2%	49.2%	51.9%	Level	-26.6%
Pacific Islander	64.2%	62.8%	68.2%	Up 4	-10.3%
Low Income (Yes)	62.9%	62.8%	64.5%	Up 2	-14.0%
Low Income (No)	84.3%	84.1%	85.2%	Level	6.7%
Students With Disabilities (Yes)	33.1%	33.0%	35.6%	Up 3	-42.9%
Students With Disabilities (No)	82.6%	82.3%	83.5%	Level	5.0%
English Lang. Learners (Yes)	39.2%	39.1%	45.0%	Up 6	-33.5%
English Lang. Learners (No)	80.7%	79.8%	81.7%	Level	3.2%

a Number of students enrolled and tested during spring 2006:

Overall State 37,939, White 30,880, Latino 4,632, Asian 642, African American 460, American Indian 670, Pacific Islander 557, Low Income (Yes) 12,390, Low Income (No) 25,549, Students With Disabilities (Yes) 4,002, Students With Disabilities (No) 33,937, English Language Learners (Yes) 4,067, English Language Learners (No) 33,872.

b **Percentage** indicates the percentage of 8th grade language arts students who scored Proficient (Level 3 or Level 4) on the Utah Core CRT.

